

IMPROVING STUDENTS' MOTIVATION AND SPEAKING SKILL USING MAGIC ROLLER GAME

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Abstract

Students of SMP N 2 Temanggung find difficulties in expressing their ideas in English. It is caused by less motivation, limited grammatical and vocabulary mastery, fluency and pronunciation. The researcher attempted to use Magic Roller Game in teaching speaking. The purpose of this research is to know Magic Roller Game is able to improve students' motivation and speaking skill. The researcher used non-test and test as the technique of collecting data. As a result, the researcher found that using Magic Roller Game in teaching speaking to the 7B graders of SMPN 2 Temanggung made improvement. In Pre-Cycle only 38 students were active and the average score of speaking test was 75, less than the curriculum target of SMP N 2 Temanggung. In Cycle I , 100% students were active in teaching and learning, and the average score of speaking test was 78. It has fulfilled the minimum achievement criterion but only 65% of 85% students got minimum achievement criterion. Furthermore, the average score of Cycle II test reached 82 and 88% students got minimum achievement criterion, and all the students active in teaching and learning process.

Key Words: Magic Roller Game, Motivation, Speaking Skill

INTRODUCTION

Background of the Study

Today, English is one of the compulsory subject to learn and become one of the most important subjects because students are able to compete and collaborate globally in the global life. Based on SMP N 2 Temanggung as The Pioneering Internationally Standardized School, students are expected to be able to communicate in English orally. They use their own word in speaking. On the other hand, English teachers should also be creative to motivate them to learn English. There are several techniques or methods which are used by the teachers for teaching speaking.

Furthermore, most students' speaking skill especially for 7th B graders of SMP N 2 Temanggung in the academic year 2012/2013 was not satisfactory yet. It was proved by the lack motivation and low achievement of English speaking practices. For example, the average score of students' speaking practice of Pre-Cycle was only 75 of 78 as the minimum achievement criterion (MAC/KKM) and only 38% students active in teaching and learning process. It caused by the fact that the students have limited grammar, vocabulary

mastery, fluency, pronunciation, content, and lack motivation.

Based on the above explanation, the researcher tempted to apply Magic Roller Game as a technique in teaching transactional and interpersonal texts to the 7th B graders of SMP N 2 Temanggung in the academic year 2012/2013. By using this technique, hopefully, students were able to speak English fluently. That is the reason why the researcher carried out a research entitled “Improving Students’ Motivation and Speaking Skill Using Magic Roller Game in Teaching Transactional and Interpersonal Texts to the 7th B Graders of SMP N 2 Temanggung in the Academic Year 2012/2013.”

Limitation of the Problem.

In order to get focus in conducting this study, the researcher limited the scope of the study as follow:(1)The object of this study is only focused how to improve students’ motivation and speaking skill using Magic Roller Game in teaching speaking of the transactional and interpersonal textsfor asking and giving information .(2)The subject of this study is the 7th

B graders of SMP N 2 Temanggung in the academic year 2012/2013.

Formulation of the Problem

Concerning the background of study, the researcher formulated the problem of the study, as follows:(1)Is there any improvement of students' motivation and speaking skill by using Magic Roller Game in teaching speaking of the transactional and interpersonal texts to the 7th B graders of SMP N 2 Temanggung in the academic year 2012/2013.(2)How high is the improvement of the students' motivation and speaking skill by using Magic Roller Game in teaching speaking of the transactional and interpersonal texts to the 7th B graders of SMP N 2 Temanggung in the academic year 2012/2013.

Objective of the Research

Based on the problems of the study mentioned above, the objectives of the research can be stated as follows:(1)To know whether there is improvement of student's speaking skill by using Magic Roller Game in teaching speaking of the transactional and interpersonal texts to the 7th B graders

of SMP N 2 Temanggung in the academic year 2012/2013.(2)To know how high the improvement of the students' motivation and speaking skill by using Magic Roller Game in teaching speaking of the transactional and interpersonal texts to the 7th B graders of SMP N 2 Temanggung in the academic year 2012/2013.

REVIEW OF RELATED LITERATURE

Definition of Speaking

As stated by Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that speaking requires learners not only know how to produce specific points of language such as pronunciation, grammar, or vocabulary (linguistic competence), but also understand when, why, and in what ways to produce language (social competence). It is not only the oral production of written language ,but invades the mastery of a wide range of sub skill is added to constitute the overall competence in speaking language.

Definition of Game

Latuheru (1998:6) defined that a game is an invaluable activity to the teacher of foreign language because it provided an opportunity for the students to use their language skill in a less formal situation. Beside that , Latuheru (1998:107) stated that a game is an activity where all of the participants do something as the rules to achieve some purposes.

Teaching Speaking Using Magic Roller Game

In playing Magic Roller Game students divided into group five or six . The leader of each group was chosen by the researcher . The leader write the point in the tally sheets to all the members after asking for and giving information of the pictures in Magic Roller Game to know the activeness of the students. And the steps are:(1).First student rolls the Magic Roller Game (2)After it stops the second student asks for information of the pointed picture. Students make at least 5 questions each picture.(3)The third student gives information by answering the questions.If the student that gets a chance for 5 seconds is not immediately asking for or giving information, other students can take this chance to get

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points (4) It will be done continuously.

Definition of the Magic Roller Game stated by the researcher is a game that is made from useless things consist of some pictures and roll it. It can be used to increase the students' motivation and productivity in speaking English by asking for and giving information of the pictures given, so that the teaching and learning process will be fun and exciting. It makes the result of the teaching and learning increase as well as instilling a sense of caring for the environment to the students.

Conceptual Framework

The success of English learning is seen generally through the speaking skill. However, many students face problems like limitation of practice, grammar, vocabulary mastery, pronunciation, fluency, content, and psychological factors which more concern to the fear of making mistakes when practice speaking English.

Beside the problems of the students, teaching technique can be one of the factors that effects students oral communication role in speaking class. The use of Magic Roller Game is

expected to be able to motivate students in practicing their English.

Action Hypothesis

Referring to the theoretical background and conceptual framework, the researcher determines the hypotheses as follow:(1)Magic Roller Game can improve teaching speaking process to the 7th B graders of SMP N 2 Temanggung in the academic year 2012/2013.(2)Magic Roller Game motivates the 7th B graders of SMP N 2 Temanggung in the academic year 2012/2013.

RESEARCH METHODOLOGY

Reserach Design

The type of this reserach is classroom action research. The research was ended after 85% students got minimum achievement criterion (MAC / KKM) is 78 based on SMPN 2 Temanggungcurriculum or it was divided into two cycles; Cycle I and Cycle II. Each Cycle consists of two times 80 minutes .

Subject of the Research

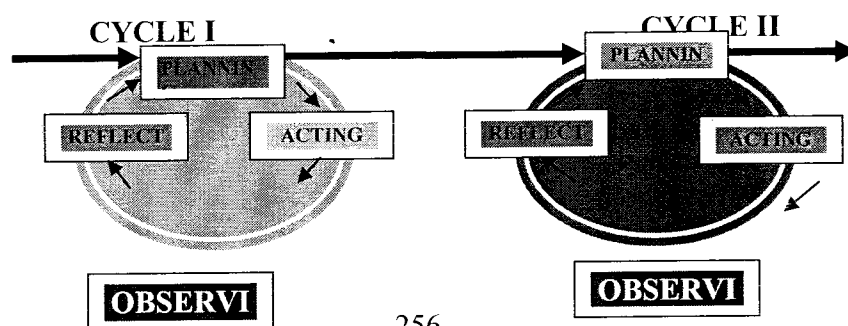
The subject of the study is the 7thB graders of SMP N 2 Temanggung in the academic year 2012/2013. This classroom action research involved 26 students that come from different economy, family, English mastery, and intelligence background.

Setting of the Research

The research was carried out at SMP N2 Temanggung. The school is located in Jl. Gerilya, Kowangan, Temanggung. It was done especially in 7thB graders. Each meeting needs 80 minutes. This research was done from July to September 2012.

Research Procedure

The research was divided into two cycles: Cycle I and Cycle II. Each Cycle consists of two times 80 minutes, according to Tripp (1996), which can be illustrated as follow:



RESULT AND DISCUSSION

Result of the Research

The research was carried out in two cycles. Each cycle consisted of two times 80 minutes. Cycle one was held on August 8th, 2012 and Cycle two was held on August 29th, 2012. However, before doing the action research, the researcher had done Pre-Cycle ongoing assessment on August 4th, 2012. The data of the test as follows:

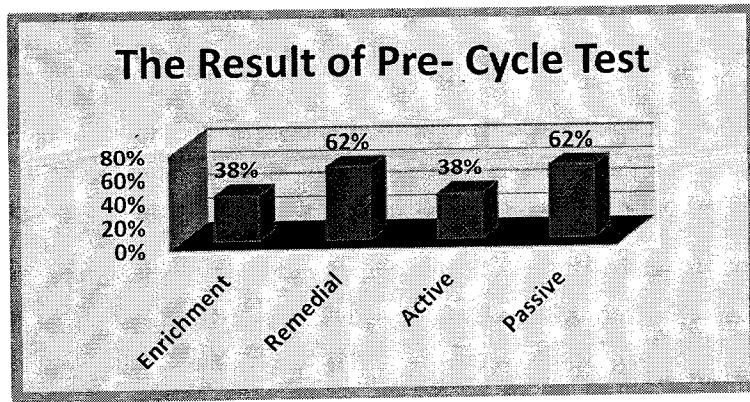
The Result of Pre-Cycle Test

The result of Pre-Cycle ongoing assessment has a function to know the students' motivation and basic speaking skill before the researcher applied the action. The result of the test can be classified into two categories namely enrichment and remedial. It can be seen that the average score of students' speaking practice of Pre-Cycle was only 75 of 78 as the minimum achievement criterion (MAC/KKM). and only 38% of 85 % minimal target students got minimum achievement criterion (MAC/ KKM) based on SMP N 2 Temanggung curriculum. active in teaching and learning process. It caused by the fact that the students have limited grammar, vocabulary mastery, fluency, pronunciation content

and lack motivation.

And the result of Pre –Cycle is shown clearer in Diagram 1:

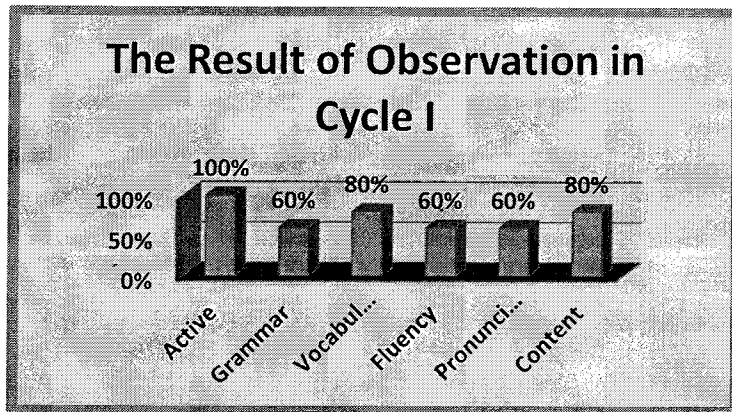
Diagram 1



The Result of Cycle I

This Cycle was early action research by using Magic Roller Game. It was an effort to solve problem in Pre-Cycle. Cycle I was consisted of non-test and test. The result of the observation can be seen clearer in Diagram 2.

Diagram 2



As the researcher's reflection in Cycle I, the researcher gave more practices in grammar ,fluency and pronunciation so the learning process improve and result in Cycle II was better than Cycle I.

The writer also used questionnaire to collect he data about students' opinions and responses to the teaching and learning process using Magic Roller Game. The result of questionnaire in Cycle I show that most of students had positive opinions and responses to the teaching learning process and the technique used in the research. 25 students of

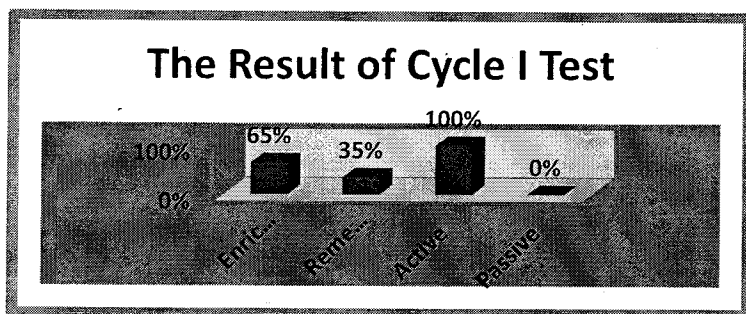
26 liked the learning activity in speaking class because the researcher gave interesting media and made students enjoy and active. By having interesting activity, students' motivation increased. During the ongoing assessment process in cycle I with duration two meeting or 2 times 30 minutes, the least student practiced 22 statements and the most student practiced 48 statements by asking for and giving information. It means that the students enjoy the teaching and learning activity.

After counting the data, the researcher got the result of ongoing assessment in Cycle I. It shows that 100% students active in teaching and learning process. The average of score in Cycle I improved from 75 to 78, and student got minimal achievement criterion (MAC/KKM) improved from 33 % to 65 % but the minimal target 85% students must get minimum achievement criterion (MAC/KKM) based on SMP N 2 Temanggung curriculum, so the teaching and learning process must be improved in Cycle II. It caused by the fact that the students still have limited grammar, vocabulary, fluency, pronunciation. The researcher would be focused in improving students' grammar, fluency and pronunciation in

Cycle II.

The result of Cycle I ongoing assessment can be seen in diagram 3.

Diagram 3



The Result of Cycle II

The research in Cycle I was continued in Cycle II to repair Cycle I especially in grammar, fluency and pronunciation that most of students made mistakes by making better lesson plan and teaching process. In Cycle II the researcher still used Magic Roller Game in teaching and learning process for transactional and interpersonal text for asking and giving information with the theme at the public place. Based on the Cycle II process, the researcher got data of non test and test. The result of observation in Cycle II can be seen clearly in Diagram 4.

Diagram 4

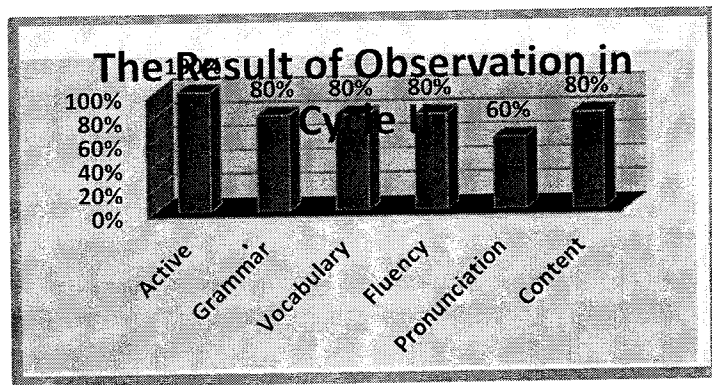


Diagram 4 shows that Magic Roller Game improved

students' motivation and speaking skill and 100% students active in teaching and learning process. The average of score in Cycle II improved from 78 to 82 , and student got minimal achievement criterion (MAC/KKM) improved from 65 % to 88 % so the minimal target 85% students must get minimum achievement criterion (MAC/KKM) based on SMP N 2 Temanggung curriculum was achieved, although some students made mistakes in pronunciation.

The result of Cycle II ongoing assessment can be seen in diagram 5.

Diagram 5

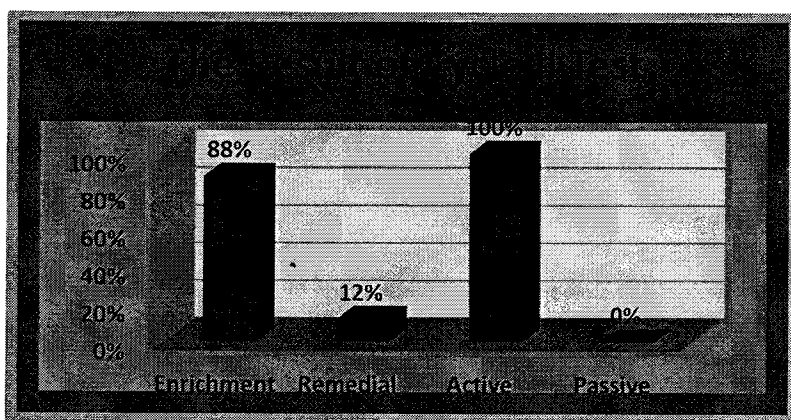


Diagram 5 shows that all of the students have good motivation in learning process and 88% got minimal achievement criterion(MAC/KKM), so it meant that at least 85% students had achieved minimal achievement criterion based on SMP N 2 Temanggung curriculum.

The Improvement of Speaking Skill

The researcher compared the result of Pre-Cycle, Cycle I , and Cycle II ongoing assessment test to know the improvement in motivation and speaking skill of students at SMP N 2 Temanggung.

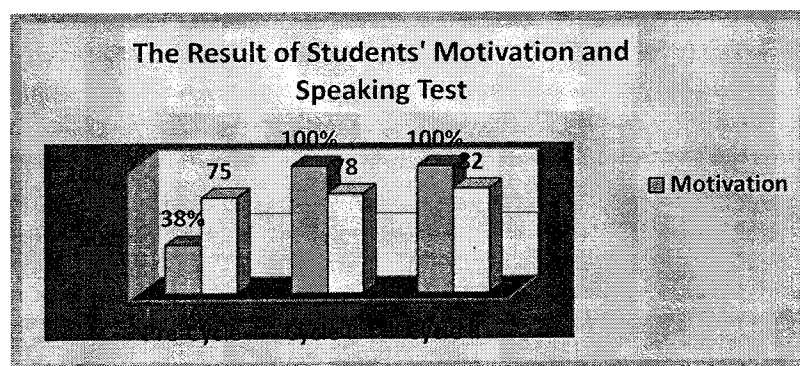
The improvement can be seen as follows:

Chart 8
The Result of Speaking Test in Pre-Cycle, Cycle I,
and Cycle II

Assessment Aspect	Mean of Score			Improvement	
	PC	C I	C II	PC-CI	CI-CII
Average score	75	78	82	3	4
Percentage of enrichment	38%	65%	88%	27%	23%
Students' motivation	38%	100%	100%	62%	

The improvement of students' motivation and speaking skill can be seen in diagram 6.

Diagram 6



Data Validation

To increase the validity and trustworthiness of findings, the researcher developed more than one investigator in data collection and analysis. The researcher used investigator triangulation, in which the researcher were involved in observation in Cycle I and II .

CONCLUSION AND SUGGESTION

Conclusion

Based on the Pre-Cycle, Cycle I ,and Cycle II the researcher has done. Itcan be conclude as follow:(1)Using Magic Roller Game in teaching speaking to the 7th graders students of SMP N 2 Temanggung made an improvement of students'

motivation in teaching learning process. A lot of students in Pre-Cycle had less motivation or enthusiasm and some students had limited grammar, vocabulary mastery, fluency, pronunciation, and content. In Cycle I and II students had good motivation so speaking skill would be improved.(2)Using Magic Roller Game in teaching speaking could improve students' in speaking English. The average score of Pre Cycle only 75 of 78 and only 38% students got minimum achievement criterion(MAC/KKM). In Cycle I the average score was 78 but only 65% students got minimal achievement criterion (MAC/ KKM).In Cycle II , the average score was 82 or 88% students got more than minimum achievement criterion .

Suggestion

Based o the result of this action research:(1)It is better for English teacher to use Magic Roller Game as one alternative techniques in teaching speaking.(2)Students should be more active and creative in learning activity.(3)Teacher should creative making an interesting media .

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